

Special Edition

A Publication of the Arizona Department of Education

Exceptional Student Services
1535 W. Jefferson • Phoenix, AZ 85007

Fall 1999

Arizona Educational Employment Board (AEEB)

The Arizona Educational Employment Board (AEEB) is an information system developed to assist schools in hiring personnel and to assist individuals who are seeking employment. The AEEB contains job postings for each of Arizona's numerous school districts, charter schools, private schools, secure care facilities, and other agencies. The jobs that are posted range from principal to secretary and from 12th grade science teacher to preschool special education teacher.

Here's how to access the AEEB on the Internet. Open your computer's Internet browser (i.e., Netscape, Internet Explorer, AOL, etc.). In the browser's location box or address line located near the top of the screen, type the following address:

[http://
www.arizonaeducationjobs.com](http://www.arizonaeducationjobs.com)

Now press the "Enter" key on the keyboard, which will take you to the site. Within a few moments, you are transported to the AEEB where information about a variety of educational employment opportunities in Arizona is listed.

Users can perform searches to find jobs in their areas of interest and expertise. The search engine divides the state of Arizona into four zones.

- Western Arizona
- Central and Northeastern Arizona
- Southeastern Arizona
- Phoenix Metro Area

Within each zone, the jobs are broken down into five categories.

- Preschool - Early Childhood
- Elementary K-8
- Secondary 9-12
- Special Education & Gifted K-12
- Administrative / Other

Each posting has a detailed description of the job and contact information the searcher can use to learn more about the position. If the school has a Web site, there will be a link next to the posting that the user may click on to find out more information about the school. If the contact person has an e-mail address, the user may choose to e-mail that contact person with a resume.

In the near future, the job search will be even easier. A universal application (acceptable for all schools) and a resume collection bin will be placed on the AEEB to make applying for positions even easier. Currently, the universal

application and resume collection bin are in the development stage, but please continue to keep checking the site for new additions and improvements.

The AEEB will also be used as a clearinghouse for links to education and family-related Web sites. These links will be related to all areas of education, such as helping students with their homework, helping teachers utilize new technologies to improve classroom instruction, helping educators and administrators further their own education, and helping families learn their roles, rights, and responsibilities. ☆



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A Note to Our Readers...

Special Edition is a publication of the Arizona Department of Education, Exceptional Student Services. Its purpose is to provide information about current legislation, methodologies, best practices, available materials and resources, and upcoming events to individuals who work with students with special needs. If you wish to be placed on our mailing list, please let us hear from you.

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Tips for Welcoming Families



by Becky Raabe

Region 2 Parent Information Network Specialist (PINS)

"Welcome back to school."

"Please sign up to volunteer in the classroom."

"Your involvement is important to your child's success."

"I'm looking forward to meeting you."

Over the years you may have sent these messages to parents, hoping that the school year would start off smoothly and continue that way. Your expectations may have been that parents would respond to your requests for help in the classroom, assist their child in establishing good study habits, come prepared to parent/teacher meetings, and be satisfied with the IEP.

Families are ready after summer break to tackle another school year. They, too, have expectations. They hope that their child will reach his/her goals and be content in the classroom. To establish a home/school partnership, they will look for some type of classroom introduction and clarification of expectations.

Capture parents' interest early to make the 1999-2000 school year a positive experience. Open the door to good communication and express your commitment to the value of parent involvement. This year, consider tapping into the PINS wealth of experience in reaching out to families to encourage their involvement.

Families regularly tell PINS that they would like more information on a variety of topics. Their free time is stretched thin, so attending frequent meetings may be unrealistic. Having access to PIN Clearinghouse resources has proven to be an effective way to get information to families. Topical areas of interest include: academic standards, audio/video, behavior, disability specific, general information and referral, IEP, least restrictive environment, parent involvement, self-advocacy, special education issues, and Spanish language resources. Feel free to copy the PIN Clearinghouse Order Form for your families. The resources they request will be sent to them at no cost from their regional PIN Specialist.

Establish a mini Clearinghouse of your own. Request single copies of resources listed on our PIN Clearinghouse order form. These free resources may be photocopied for mass distribution, displayed in your school library, made available on a mo-

bile resource cart for use at parent/teacher meetings, and are useful additions to staff in-services. Check out the PINS/PALS Web site at <http://www.ade.state.az.us/programs/assistance/ess/pinspals>. Up-to-date information and Clearinghouse resources from the Parent Information Network will be at your fingertips. Share your expertise and utilize the computer resources at your school to instruct parents on the use of the Internet. A PIN Specialist may be in your area offering access to Internet resources training for families. Watch for announcements in *Network News*, the PIN newsletter.

To nurture parental enthusiasm, offer or make available family support and training opportunities. For several years, the Parent Information Network has helped families understand their rights and roles in the special education process. Supporting families in this way has improved parent participation in team meetings. Training further enhances the parents' ability to support their child's needs at home and in school. PIN Specialists present workshops and video sessions for parents, educators, and service providers on participation in the special education process, rights and responsibilities, advocacy, social skills, behavior management, communication, mediation, educational transition stages, and helping parents deal with their child's disability.

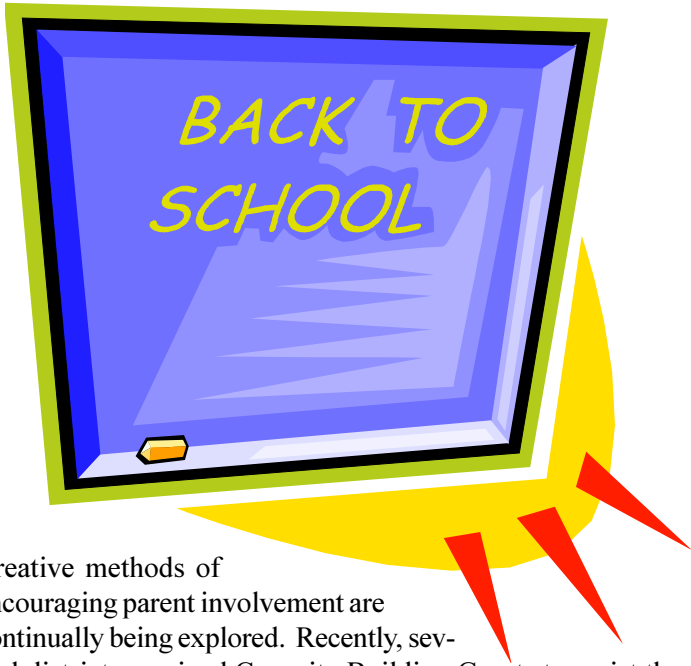
For personalized parent support, don't hesitate to give your regional PIN Specialist's phone number to families. Or, families can call the ADE/ESS hotline (1-800-352-4558) to request a return phone call from their Specialist. Just being able to talk to another parent who has experience raising a special education child can help clarify issues and ease anxiety.

The Parents are Liaisons to Schools (PALS) state-wide volunteer group meets quarterly in many locations around the state and can connect with your families to share information and resources and explore specific issues. Last spring, the Region 2 PALS met in Williams. The guest speaker, Dr. Dan Davidson from NAU, helped families and educators explore positive behavior approaches. In the Safford USD area, LEAs and DES/Division of Developmental Disabilities hosted a Valentine social for families with special needs. PINS/PALS resources were

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incorporated into a parent information packet for families whose children receive services at Arizona School for the Deaf and Blind. These examples demonstrate how networking with other agencies and organizations can provide a wide variety of choices for parent involvement opportunities. Ask to be included on the PINS mailing list so that you will receive notice of these events and activities.



Creative methods of encouraging parent involvement are continually being explored. Recently, several districts received Capacity Building Grants to assist them in activities to promote shared decision making between parents and schools. Awardees have committed to establishing innovative methods of involving families. Many of these districts have asked the PIN Specialists to assist them with a variety of activities. Schools will be establishing parent resource centers, teaching parents how to access technology, enhancing parent volunteer programs, training teachers and parents about collaborative partnerships, and hiring parents as home/school liaisons, to name a few of the exemplary plans in the making. Let your PIN Specialist know that you are interested in the positive outcomes from these projects.

These are just a few of the ways you can welcome families and encourage their involvement. Keep the phone numbers listed below handy for your use to pass along to families and colleagues. The PIN Specialists welcome you to their Network, as you welcome families to your classroom.

Apache and Navajo Counties - Region 1

Monica Fulgham
P.O. Box 532
St. Michaels, AZ 86511-0532
(520) 871-4223
e-mail: m_fulgham@hotmail.com

Cochise, Graham, and Greenlee Counties - Region 4

Karen Santa Maria
430 E. Strada Patania
Oro Valley, AZ 85737-6604
(520) 742-6075
e-mail: MerkadeKSM@aol.com

Coconino, Mohave, and Yavapai Counties - Region 2

Becky Raabe
P.O. Box 30007
Flagstaff, AZ 86003
(520) 526-2566
e-mail: beckyraabe@aol.com

La Paz and Maricopa Counties - Regions 6 & 7

Rita Kenison, PIN Coordinator (Interim)
1535 W. Jefferson
Phoenix, AZ 85007-3280
(602) 542-3852
e-mail: rkeniso@mail1.ade.state.az.us

Gila, Pinal, Pima, Santa Cruz, and Yuma Counties - Regions 3 & 5

Shirley Hilts-Scott
400 W. Congress, Ste. 241
Tucson, AZ 85701-1352
(520) 749-3942
e-mail: sscott@dakotacom.net ☆

STARTLING STATEMENTS:

- 6% of American families consist of a working dad, homemaker mom, and two or more children. (*Phi Delta Kappan*, September 1994)
- 50% of young adults in their late twenties have not found a steady job. (Congressional finding stated in 1993 STW Opportunities Act)
- 67% of possible career choices are eliminated when a student drops out of math. (*Journal of Women and Minorities in Science and Engineering*)

Invite Your Students to Enter a Millennium Showcase

Think of the excitement that occurred when the Mars rover, "Sojourner," sent back information about the Mars landscape. As we approach the 21st century, the study of space science and the planet Mars offers an exciting opportunity for students of all ages to learn more about a range of subjects and harness their creativity.



The Mars Millennium Project encourages students from classrooms and youth groups across the nation to imagine and design a community on Mars for the year 2030. Young people are invited to work in teams and weave the

arts, sciences, and humanities into a project or design for a new village for 100 people. They can enter their designs online or in a local display. The result will be a "millennium showcase" of best ideas for a new community on Mars that is scientifically sound and offers a high quality of life.

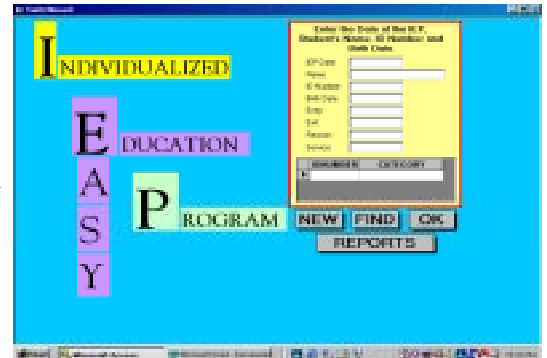
For more information, including a participant's guide, resources, and related materials, visit <http://mars2030.net>. Videotapes of the May satellite town meeting "Counting the Stars: Math, Arts and Space Science" are available free of charge by calling 1-877-4ED-PUBS. ☆

Now There is an I E(easy) P Way

The I Easy P is a database designed to help the special educator organize and aggregate student data. The system will allow for easy tracking of students, provide a step-by-step process to create and generate IEPs and produce progress reports, as well as compile auto-

matically the annual special education census. If you would like a copy of this application or additional information, call Rich Crabb at (602) 542-3084

or e-mail him at rcrabb@mail1.ade.state.az.us. You must have MS Access '97 to run this program. The program can also be downloaded via the ESS web site located at the following address: <http://www.ade.state.az.us/programs/assistance/ess/>. This program is being provided as an optional tool for the efficient collection and submission of data. ☆



Seeking All E-mail Addresses

In an effort to cut down on postage and paper costs, Exceptional Student Services is putting together an e-mail and fax number list for all schools, districts, and counties in Arizona. To do this, we will need your assistance. Please forward a list of all e-mail addresses and fax numbers for your institution to Rich Crabb at (602) 542-3085 (voice), (602) 542-5404 (fax), or rcrabb@mail1.ade.state.az.us. If you do not have an e-mail address but you do have access to the internet, whether it be at home, work, or the library, please visit any of the links below to sign up for a **FREE** e-mail account.

Yahoo E-mail: <http://mail.yahoo.com/>

HotMail: <http://www.hotmail.com/>

Email.com: <http://www.email.com/>

AltaVista E-mail: <http://altavista.iname.com/>

AMERICA GOES BACK TO SCHOOL

Launch Your 1999-2000 School Year with New Partners

The U.S. Department of Education and the Partnership for Family Involvement in Education invite families, schools, college and university students and staff, employers and employees, grandparents, community, cultural and religious organizations, and caring adults to support the *America Goes Back to School* initiative. This annual effort focuses attention on improving education across the country and challenges Americans everywhere to make a commitment to children's learning during the back-to-school period of August through October.

Local partnerships between families, schools, businesses, and community and religious groups are a proven means of raising student achievement and creating safe communities. *America Goes Back to School* can help create or strengthen existing partnerships for learning that build public awareness of, and support for, education improvement efforts, while celebrating all the opportunities a new school year of-

fers. Entire communities can continue to rally around an area of interest, such as making schools safe and drug free; recruiting and preparing quality teachers; modernizing schools; expanding after-school and summer programs; getting high standards into every classroom; or developing pathways to college and careers.

This year thousands of families, schools, employers, and community groups across the nation will participate in the *America Goes Back to School* initiative.

For a free copy of the *America Goes Back to School* Organizers Kit or publications designed to help families, community members, and businesses get involved in education, call 1-877-4ED-PUBS. To obtain information about the Partnership for Family Involvement in Education, call 1-800-USA-LEARN or visit <http://pfie.ed.gov/>. ☆



Essential Competencies, Responsibilities, and Education of Sign Language Interpreters in Pre-College Education Settings

Research by Daniel D. Burch, Ph.D.

Sign language interpreting for students who are deaf in pre-college educational settings began in the mid-to-late 1960s and was expanded by federal legislation related to program and curricular access for students with disabilities. The Commission on Education of the Deaf noted that people who can barely sign are being hired as sign language interpreters. Interpreters who do not possess competency jeopardize students' opportunities and rights to education; therefore, personnel serving as interpreters must be held to high standards. Determination must be made as to whether an individual has the skills necessary to effectively be an educational interpreter.

The purpose of the study was to test the applicability of recommendations from the National Task Force on Educational Interpreting, the Registry of Interpreters for the Deaf, the Council on Education of the Deaf, and the literature at three pre-college instructional levels.

Data were analyzed to determine agreement with 21 competencies, 7 other related responsibilities, and 5 educational levels for entry level sign language interpreters. Multi-variate analysis of variance procedures was used to determine if subjects' personal or professional characteristics or region of residence affected perceptions of "essentialness" of the competencies, responsibilities, and educational levels at the three instructional levels.

Subjects disagreed with Signing Exact English, note taking responsibilities, and education above the bachelor's degree level. In-service training responsibilities was the singular responsibility agreed to as essential. Personal characteristics, professional characteristics, and region of residence had low effect on subjects' perceptions for 11% of the competencies, responsibilities, and educational levels.

Future recommendations included the need for more research, precise definition and prioritization of competencies for pre-service and in-service training, data to be used to design testing and certification, and immediate development of a research plan to stimulate and guide future research efforts. ☆



American



Sign



Language

Gifted Education Video Ready for Use

by Carolyn Carr

The Arizona Department of Education, Exceptional Student Services, in conjunction with the Arizona Association of Gifted and Talented (AAGT) Board of Directors has produced an eleven minute videotape about gifted education in Arizona. This video provides awareness about gifted education and is appropriate for presentations to parents, administrators, teachers, students, and constituents. It shows students demonstrating learning in the three areas of giftedness recognized in Arizona statutes: verbal, quantitative, and non-verbal. The video is an effective tool for either well established or for newer gifted programs in Arizona's charter and public schools. It also provides an excellent overview of gifted education for interested members of the community.

If you would like to obtain a loaner copy of the video, please contact: Carolyn Kehler Carr, Education Program Specialist / Gifted Education at (602) 542-3850, or fax to (602) 542-5404. Or you may send e-mail to ccarr@mail1.ade.state.az.us ☆

News About Gifted Education from Tucson Unified School District

Enter Ken Wright's classroom at Catalina High School and you're likely to be swept into a time warp! Trojan horses, pyramids, and mummies fill the room. Students wear Egyptian and Trojan costumes, act out scenes from ancient Egypt and Greece, and munch on the type of food people may have eaten in those long-ago times.

In Ken's second hour humanities classes, GATE (Gifted and Talented Education) and non-GATE students work together. "The kids become close and learn from each other," Ken says. "The kids are so motivated they come in on flex days and conference days to work on projects together."

"Another benefit," he adds, "is that if I observe the non-GATE students and assess their work, it helps me identify potentially gifted students who should be tested for entrance into the program."



Ken combines techniques from brain-based learning theory, Gardner's Multiple Intelligences, and his own Multi-phase Model for group activities to teach and motivate his students.

The Multi-phase Model lists 12 phases leading to a group construction project. Students get together as a group, decide collectively on a project, and brainstorm who will do what jobs. They create a phase sheet, which explains their project in detail that lays out the time parameters and student responsibilities. A group leader is responsible for coordinating the project. Students create the project and a group spokesperson presents the project. This model helps them understand current political, social, and ethnic issues. For more information about Ken's Multi-phase Model, contact him at Catalina High School at (520) 318-2270. ☆

The Sound of Success: A Classroom Management Model for All Children

by Mark Dowling
Principal, C.O. Greenfield School

The "Self-Control Classroom" is a research-based classroom management model that was originally developed to address the needs of behaviorally challenged children. James Levin, Ph.D., and John Shanken-Kaye, Ph.D., developed the model that is published in their book *The Self-Control Classroom*. We believe that the use of the model has resulted in an increase in student success both academically and emotionally.

C.O. Greenfield School began a school-wide pilot of the model in August of 1998. The school is urban with almost 1,000 students in grades 4-8. The school's research implies that the Self-Control Classroom has contributed to a significant reduction in discipline problems in the school (i.e., 1999 suspension rate decreased by 25%).

The model succeeds for several important reasons. One reason is the focus on changing teacher behavior in order to increase the likelihood of student success. Research suggests that the traditional classroom system of rewards is disruptive to relationships and fails to motivate children to achieve for the sake of success (Kohn, 1993). The Self-Control Classroom develops an internal locus of control for students through methods and strategies that support intrinsic motivation (self-motivation).

It provides teachers with an understanding of how to teach in a

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multicultural setting. C.O. Greenfield School, for example, has a large multicultural population. The model's emphasis on developing positive relationships between the teacher and the student has been successful in reducing student discipline problems at C.O. Greenfield School.

The model builds student pride. Berliner and Biddle (1995) identify the development of student pride as an essential component of future schools. The program teaches strategies that increase a student's pride in both school work and behavior. The model also addresses the domain of teacher professionalism, which is considered one of the four most important functions of a teacher (Dwyer, 1991). It teaches self-control to the teacher first, and it is based on the premise that challenging children requires teachers to use expert instructional strategies based on research. Challenging behaviors of children require the teachers to refine their instructional techniques.

The first phase of the Self-Control Classroom pilot program consisted of a two-day training by Levin and Shanken-Kaye for more than 40 teachers. The trainers returned to the school throughout the year for follow-up workshops. The staff formed a committee and worked with the trainers to develop full implementation of the program for the new school year. They plan to train additional teachers with Levin and Shanken-Kaye in August 1999. The staff is excited about the program and believe that it translates into an increasingly warm and positive learning environment for children.

If you are interested in learning more about the Self-Control Classroom, you may write or call Mark Dowling, Principal; C.O. Greenfield School; 7009 S. 10th Street; Phoenix, AZ 85040; (602) 232-4240; fax (602) 243-4973; e-mail: dowlingm@rsd.k12.az.us. ☆

Study Says A Third More Students With Disabilities Get High School Diplomas

The following figures are contained in the *20th Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act*, released by the U.S. Department of Education.

Highlights of the report:

- Increased graduation rates have occurred as ever greater numbers of students with disabilities have been educated with their nondisabled peers.

- A record 45.5% of students with disabilities ages 6-21 attended regular classes in the 1995-96 school year, extending a trend that began with the enactment of the original IDEA in 1975.

- The number of students with disabilities who received high school diplomas jumped 31% from 1986-87 to 1995-96.

- The number of students with disabilities ages 6 through 21 spending at least 80% of their day in regular classes has more than doubled—from 1.1 million in 1986-87 to 2.3 million in 1995-96.

- More than 90% of the school-aged students served under IDEA in 1996-97 were classified in one of four categories—learning disabilities (51.1%), speech or language impairments



- (20.1%), mental retardation (11.4%), and emotional disturbance (8.6%).

- The per-child allocation of special education dollars from the federal government rose 107%—from \$258 per child in 1984 to \$535 per child in 1997. (New figures compiled after the report went to press showed the per-child allocation in 1998 was \$636 and the estimate for 1999 is \$702.)

- Males and females comprise equal proportions of the school population, but males account for two-thirds of all students served in special education. The discrepancy was greatest in the learning disability and emotional disturbance categories.

- Girls with and without disabilities had better in-school results than boys with and without disabilities. Still, despite their better academic performance, females with disabilities have less positive post-school results than male peers. They are less likely to be employed, have lower wages, and are less likely to enroll in postsecondary education or training.

- Graduation rates vary by disability. Students with speech and language impairments, specific learning disabilities, hear-

ing impairments, and visual impairments were most likely to graduate with a diploma or certificate.

- A chronic shortage of special education teachers who are fully certified in their positions exists.

These numbers show that thanks to IDEA, disabled students can succeed in school and go on to become productive, taxpaying citizens while enabling schools to save money by keeping dual education systems to a minimum.

For more information, report copies are available from the ED Pubs service at 1-877-4ED-PUBS; fax 1-301-470-1244; or ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398. Or you can visit them on the Web at <http://www.ed.gov/offices/OSERS/OSEP/OSEP98AnlRpt.html>. ☆

Educational Interpreter Salaries —Revised—

Chandler Unified School District, Hearing Services Department, believes that a skilled sign language interpreter is a critical component to the educational programming for a child who is deaf or hard of hearing. In an effort to recruit more qualified sign language interpreters, Chandler Unified School District has revised their salary schedule. This revision was needed because many qualified interpreters were seeking employment opportunities outside the public school system. The hourly rate range is \$8.18 - \$25.56, depending on education, skill level, and years of experience.

Chandler's Special Education Department conducted an interpreter salary survey of other districts and agencies in the valley, and the Human Resources Department responded by comparing and revising the pay schedule. There are now 7 salary levels for interpreters, which provide incentive for employees to continue seeking professional growth. The new salaries are much more competitive when compared with the potential earning capacity of interpreters accepting assignments outside the educational setting.

Chandler's Special Education Department thanks its administration for being child-centered and supportive, which has improved the quality of their Deaf program.

For more information, please contact Mary Frazier or Diane Bruening at (602) 208-1724. ☆

Transition Planning: Preparing for Postsecondary Employment for Students with Learning Disabilities and/or Attention Disorders

LDA Postsecondary Education Subcommittee

Some students with learning disabilities and/or attention deficit disorders decide to pursue employment immediately after high school. For a student to have a good experience in the world of work, the amount and type of preparation that leads to employment can make the difference between success and failure. The changing nature of the job market is making employment for those without specific skills more difficult to obtain. Preparing for entry into the job market is a developmental process, and well thought out transition planning can insure that the student is ready to take on the challenge.

The Individuals with Disabilities Education Act (IDEA) legislation (PL 101-476) passed in 1990 and reauthorized in 1997, requires transition planning for all students who receive services under IDEA, beginning by the time the student reaches the age of fourteen. The transition plan is a part of the Individualized Education Program. The law identifies transition services as a coordinated set of activities based on individual student needs and does not differentiate in the range of student goals that can be developed, including job-related goals. Since only 15% of jobs by the year 2000 will use unskilled workers, it is important that the transition team determines how the student can gain basic knowledge within various fields and meet entry level requirements in those areas.

The law places the responsibility for initiating and overseeing transition planning within the school system. Unfortunately, students with learning disabilities and/or attention disorders are often considered only mildly disabled; therefore, their need for services is not seen as critical. For parents, transition planning can be a complex matter. On one hand, they must become knowledgeable about this largely undefined transition process and, if necessary, be prepared to move the process along to ensure that their child gets the broad range of services needed. On the other hand, during the same time period, they must be mentally preparing themselves to ease out of the role of chief advocate so that their child can become a self-advocate. It can take a while for students and parents to adapt to this role reversal.

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Curbing Violence in Our Schools

Early Warning Signs

It is not always possible to predict behavior that will lead to violence. However, educators and parents—and sometimes students—can recognize certain early warning signs. In some situations and for some youth, different combinations of events, behaviors, and emotions may lead to aggressive rage or violent behavior toward self or others. A good rule of thumb is to assume that these warning signs, especially when they are presented in combination, indicate a need for further analysis to determine an appropriate intervention.

We know from research that most children who become violent toward self or others feel rejected and psychologically victimized. In most cases, children exhibit aggressive behavior early in life and, if not provided support, will continue a progressive developmental pattern toward severe aggression or violence. However, research also shows that when children have a positive, meaningful connection to an adult—whether it be at home, in school, or in the community—the potential for violence is reduced significantly.

None of these signs alone is sufficient for predicting aggression and violence. Moreover, it is inappropriate—and potentially harmful—to use the early warning signs as a checklist against which to match individual children. Rather, the early warning signs are offered only as an aid in identifying and referring children who may need help. School communities must ensure that staff and students only use the early warning signs for identification and referral purposes—only trained professionals should make a diagnosis in consultation with the child's parents or guardian.

The early warning signs given below are not equally significant and they are not presented in order of seriousness. The signs include:

- ***Social withdrawal.*** In some situations, gradual and eventually complete withdrawal from social contacts can be an important indicator of a troubled child. The withdrawal often stems from feelings of depression, rejection, persecution, unworthiness, and lack of confidence.
- ***Excessive feelings of isolation and being alone.*** Research has shown that the majority of children who are isolated and appear to be friendless are not violent. In fact, these feelings are sometimes characteristic of children and youth who may be troubled, withdrawn, or have internal issues that hinder development of social affiliations. However, research also has shown that in some cases feelings of isolation and not having friends are associated with children who behave aggressively

and violently.

- ***Excessive feelings of rejection.*** In the process of growing up, and in the course of adolescent development, many young people experience emotionally painful rejection. Children who are troubled often are isolated from their mentally healthy peers. Their responses to rejection will depend on many background factors. Without support, they may be at risk of expressing their emotional distress in negative ways—including violence. Some aggressive children who are rejected by non-aggressive peers seek out aggressive friends who, in turn, reinforce their violent tendencies.

- ***Being a victim of violence.*** Children who are victims of violence—including physical or sexual abuse—in the community, at school, or at home are sometimes at risk themselves of becoming violent toward themselves or others.

- ***Feelings of being picked on and persecuted.*** The youth who feels constantly picked on, teased, bullied, singled out for ridicule, and humiliated at home or at school may initially withdraw socially. If not given adequate support in addressing these feelings, some children may vent them in inappropriate ways—including possible aggression or violence.

- ***Low school interest and poor academic performance.*** Poor school achievement can be the result of many factors. It is important to consider whether there is a drastic change in performance and/or poor performance before it becomes a chronic condition that limits the child's capacity to learn. In some situations—such as when the low achiever feels frustrated, unworthy, chastised, and denigrated—acting out and aggressive behaviors may occur. It is important to assess the emotional and cognitive reasons for the academic performance change to determine the true nature of the problem.

- ***Expression of violence in writings and drawings.*** Children and youth often express their thoughts, feelings, desires, and intentions in their drawings and in stories, poetry, and other written expressive forms. Many children produce work about violent themes that for the most part is harmless when taken in context. However, an overrepresentation of violence in writings and drawings that is directed at specific individuals (family members, peers, other adults) consistently over time, may signal emotional problems and the potential for violence. Because there is a real danger in misdiagnosing such a sign, it is important to seek the guidance of a qualified professional—such as a school psychologist, counselor, or other mental health specialist—to determine its meaning.

- ***Uncontrolled anger.*** Everyone gets angry; anger is a natural emotion. However, anger that is expressed frequently and intensely in response to minor irritants may signal potential violent behavior toward self or others.

- ***Patterns of impulsive and chronic hitting, intimidating, and bullying behaviors.*** Children often engage in acts of shoving

and mild aggression. However, some mildly aggressive behaviors such as constant hitting and bullying of others that occur early in children's lives, if left unattended, might later escalate into more serious behaviors.

- **History of discipline problems.** Chronic behavior and disciplinary problems both in school and at home may suggest that underlying emotional needs are not being met. These unmet needs may be manifested in acting out and aggressive behaviors. These problems may set the stage for the child to violate norms and rules, defy authority, disengage from school, and engage in aggressive behaviors with other children and adults.

- **Past history of violent and aggressive behavior.** Unless provided with support and counseling, a youth who has a history of aggressive or violent behavior is likely to repeat those behaviors. Aggressive and violent acts may be directed toward other individuals, be expressed in cruelty to animals, or include fire setting. Youth who show an early pattern of antisocial behavior frequently and across multiple settings are particularly at risk for future aggressive and antisocial behavior. Similarly, youth who engage in overt behaviors such as bullying, generalized aggression and defiance, and covert behaviors such as stealing, vandalism, lying, cheating, and fire setting also are at risk for more serious aggressive behavior. Research suggests that age of onset may be a key factor in interpreting early warning



signs. For example, children who engage in aggression and drug abuse at an early age (before age 12) are more likely to show violence later on than are children who begin such behavior at an older age. In the presence of such signs it is important to review the child's history with behavioral experts and seek parents' observations and insights.

- **Intolerance for differences and prejudicial attitudes.** All children have likes and dislikes. However, an intense prejudice toward others based on racial, ethnic, religious, language, gender, sexual orientation, ability, and physical appearance—when coupled with other factors—may lead to violent assaults against those who are perceived to be different. Membership in hate groups or the willingness to victimize individuals with disabilities or health problems also should be treated as early warning signs.

- **Drug use and alcohol use.** Apart from being unhealthy be-

haviors, drug use and alcohol use reduces self-control and exposes children and youth to violence, either as perpetrators, as victims, or both.

- **Affiliation with gangs.** Gangs that support antisocial values and behaviors—including extortion, intimidation, and acts of violence toward other students—cause fear and stress among other students. Youth who are influenced by these groups—those who emulate and copy their behavior, as well as those who become affiliated with them—may adopt these values and act in violent or aggressive ways in certain situations. Gang-related violence and turf battles are common occurrences tied to the use of drugs that often result in injury and/or death.

- **Inappropriate access to, possession of, and use of firearms.** Children and youth who inappropriately possess or have access to firearms can have an increased risk for violence. Research shows that such youngsters also have a higher probability of becoming victims. Families can reduce inappropriate access and use by restricting, monitoring, and supervising children's access to firearms and other weapons. Children who have a history of aggression, impulsiveness, or other emotional problems should not have access to firearms and other weapons.

- **Serious threats of violence.** Idle threats are a common response to frustration. Alternatively, one of the most reliable indicators that a youth is likely to commit a dangerous act toward self or others is a detailed and specific threat to use violence. Recent incidents across the country clearly indicate that threats to commit violence against oneself or others should be taken very seriously. Steps must be taken to understand the nature of these threats and to prevent them from being carried out. ☆

Action Steps for Students

There is much students can do to help create safe schools. Talk to your teachers, parents, and counselor to find out how you can get involved and do your part to make your school safe. Here are some ideas that students in other schools have tried:

- Listen to your friends if they share troubling feelings or thoughts. Encourage them to get help from a trusted adult, such as a school psychologist, counselor, social worker, leader from the faith community, or other professional. If you are very concerned, seek help for them. Share your concerns with your parents.
- Create, join, or support student organizations that combat violence, such as Students Against Destructive Decisions and Young Heroes Program.
- Work with local businesses and community groups to organize youth-oriented activities that help young people think of

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ways to prevent school and community violence. Share your ideas for how these community groups and businesses can support your efforts.

- Organize an assembly and invite your school psychologist, school social worker, and counselor—in addition to student panelists—to share ideas about how to deal with violence, intimidation, and bullying.
- Get involved in planning, implementing, and evaluating your school's violence prevention and response plan.
- Participate in violence prevention programs such as peer mediation and conflict resolution. Employ your new skills in other settings, such as the home, neighborhood, and community.
- Work with your teachers and administrators to create a safe process for reporting threats, intimidation, weapon possession, drug selling, gang activity, graffiti, and vandalism. Use the process.
- Ask for permission to invite a law enforcement officer to your school to conduct a safety audit and share safety tips, such as traveling in groups and avoiding areas known to be unsafe. Share your ideas with the officer.
- Help to develop and participate in activities that promote student understanding of differences and that respect the rights of all.
- Volunteer to be a mentor for younger students and/or provide tutoring to your peers.
- Know your school's code of conduct and model responsible behavior. Avoid being part of a crowd when fights break out. Refrain from teasing, bullying, and intimidating peers.
- Be a role model—take personal responsibility by reacting to anger without physically or verbally harming others.
- Seek help from your parents or a trusted adult—such as a school psychologist, social worker, counselor, teacher—if you are experiencing intense feelings of anger, fear, anxiety, or depression. ☆

Tips for Parents

Parents can help create safe schools. Here are some ideas that parents in other communities have tried:

- Discuss the school's discipline policy with your child. Show your support for the rules, and help your child understand the reasons for them.
- Involve your child in setting rules for appropriate behavior at home.
- Talk with your child about the violence he or she sees on television, in video games, and possibly in the neighborhood. Help your child understand the consequences of violence.
- Teach your child, through example, how to solve problems.

Praise your child when he or she follows through.

- Help your child find ways to express anger safely. When you get angry, be an example and model these appropriate responses for your child as well as talk about your responses.
- Help your child appreciate individual differences.
- Note any disturbing behaviors in your child; for example, frequent angry outbursts, excessive fighting and bullying of other children, cruelty to animals, and fire setting. Frequent behavior problems at school and in the neighborhood, lack of friends, and alcohol or drug use can be signs of serious problems. Get help for your child. Talk with a trusted professional in your child's school or in the community.
- Keep lines of communication open with your child even when it is tough. Encourage your child always to let you know where and with whom he or she will be. Get to know your child's friends.
- Listen to your child if he or she shares concerns about friends who may be exhibiting troubling behaviors. Share this information with a trusted professional, such as the school psychologist, principal, or teacher.
- Be involved in your child's school life by supporting and reviewing homework, talking with his or her teacher(s), and attending school functions such as parent conferences, class programs, open houses, and PTA meetings.
- Work with your child's school to make it more responsive to all students and to all families. Share your ideas about how the school can encourage family involvement, welcome all families, and include them in meaningful ways in their children's education.
- Encourage your school to offer before- and after-school programs.
- Volunteer to work with school-based groups concerned with violence prevention. If none exist, offer to form one.
- Find out if there is a violence prevention group in your community. Offer to participate in the group's activities.
- Talk with the parents of your child's friends. Discuss how you can form a team to ensure your children's safety.
- Find out if your employer offers provisions for parents to participate in school activities. ☆

CONGRATULATIONS!!!

Arizona Universities Receive Federal Grants

Interdisciplinary Preparation of Special Education Administrators to Serve Minority Students with Disabilities University of Arizona

Arizona's federal grants project will prepare twelve University of Arizona doctoral level leadership personnel to perform special education services at the local, state, or federal level with a focus on culturally and/or linguistically diverse (CLD) populations. This project will also provide course work and/or a minor degree to prepare graduates from the regular education administration program to better understand, support, and provide special education services for schools or educational agencies. Accentuation will be placed on recruiting applicants who are CLD, individuals who are disabled, and those interested in administering programs for CLD students in rural areas and charter schools.

This competency-based program will be provided through an interdisciplinary, collaborative effort between the Department of Special Education, Rehabilitation and School Psychology, the Department of Administration & Higher Education, the Arizona Department of Education, and local school districts throughout Arizona. This program is one result of a two-year University of Arizona Task Force studying the preparation of educational leaders for the 21st century. Contact Dr. James Chalfant at (520) 298-6860 or e-mail him at jchalfaut@mail.ed.arizona.edu.

Project RIMES Reading Instructional Methods of Efficacy for At-Risk Students University of Arizona

Project RIMES is designed to increase the knowledge and skills of early elementary and special education, pre-service and in-service teachers, and their paraprofessionals in teaching early reading and spelling. This project will develop, implement, replicate, evaluate, and disseminate a research-based, interactive, collaborative model of professional development. Approximately 200 additional teachers will be involved through collaboration with three national sites at the University of Texas-Austin, California State University-Los Angeles, and Bank Street College.

The project will include a 3-unit course in assessment and instruction in early reading and spelling for at-risk learners to assist educators in integrating research into their teaching practices. This model will be blueprinted and disseminated by (a) developing annotated bibliographies of materials, programs, and software; (b) adapting the course to an online format piloting it with educators; (c) developing instructional manuals and teaching videos; (d) presenting the model and its evaluation through conferences, journals, and clearinghouses; (e) using electronic communication, such as web site links to national organizations. Contact Nancy Mather at (520) 621-0943 or e-mail her at nmather@u.arizona.edu.

Sign Interpreter Training Program University of Arizona

The Department of Special Education, Rehabilitation and School Psychology (SERSP), will provide professional preparation at the undergraduate level for quality educational interpreters for deaf and hard-of-hearing children. The training will include utilizing interdisciplinary and collaborative models and intensive practical experiences. SERSP has partnered with professional development sites in the Tucson Unified School District, the Mesa Public School System, Statewide Programs, Community Outreach program for the Deaf, and the Center for Disability Related Resources.

The project goals are to prepare interpreters with interdisciplinary, collaborative knowledge and skills based on research practices to effectively work with deaf and hard-of-hearing students in inclusive settings, enable the interpreters to effectively recruit well qualified students (particularly minorities and students with disabilities), prepare interpreters to assume positions serving students in urban and rural settings, provide intensive field-based experiences using university-school partnerships, and manage, evaluate, and disseminate the activities of this project.

This project addresses Arizona's needs with a projected 25% increase in the school age population over the next five years and with a demand for approximately 175 educational interpreters in the next three years. For more information contact Cindy Volk at (520) 621-5208 or e-mail her at cvolk@arizona.edu.

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Training Initiative Project in Positive Behavior Support

Northern Arizona University, Institute for Human Development

The purpose of this project is to facilitate systems changes that will enhance consumer and family self-determinism and lead to increasing the independence, productivity, and inclusion of persons with developmental disabilities who have a history of, or are at risk for developing, severe behavior problems. The project proposes to accomplish this primarily by administering an information clearinghouse on Positive Behavior Support (PBS) providers and by providing training in PBS so that families/caregivers will have greater control and can make more informed choices about the services they receive. The Project will develop model training materials, resulting from each training event that can be used to conduct preservice, inservice, or consumer training activities. The Project will establish a model of family and caregiver choice in the services they purchase and in the providers with whom they contract, which could easily be replicable in many other areas of services.

For more information contact the Project Director Dan Davidson, Ph.D., at (520) 523-7035; or e-mail him at daniel.davidson@nau.edu. ☆

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One of the most important goals of transition planning is to help a student become an independent, self-determining adult. For this to happen parents need to work with transition committees to develop and foster goals that will help their child develop autonomy.

Independence is accomplished in small steps by gradually transferring responsibility for educational and life planning from the parent to the student. With support from members of the transition team and parents, students can learn how to establish goals, make good decisions, and carry out successful plans. By the senior year in high school, the student should lead the transition team and IEP meetings.

How to prepare students for life after high school can be summarized by four basic questions:

1. Where is this student going?

- Employment goals need to be explored and clarified.
- Lifestyle preferences need to be identified.
- Educational needs must be recognized.

2. What is needed to help the student reach the identified goals?

- Knowledge of courses required for a high school diploma and of elective courses, which will help to prepare the student for career choices.
- Experiences which will lend enrichment and help in the student's decision-making process.
- Classroom modifications/accommodations, according to the student's need.

3. Who needs to be involved?

- Student - Parents - Special educator - Vocational educator - Guidance Counselor - Vocational Rehabilitation representative - Higher education personnel - Community-based organizations, such as Mental Health providers, JTPA personnel, and potential employers.

4. How will the goals be accomplished?

- By choosing a transition committee member to serve as case manager.
- By deciding who will implement various activities.
- By holding committee meetings as necessary to monitor the implementation of activities or to change activities.
- By reviewing the transition plan annually or as needed.

Some steps to help a young person prepare appropriately for entering the work force are:

1. Consult, as early as possible, with a school counselor about interests, goals, training needs, and reasons for choosing to go to work.

2. Participate in vocational interest and abilities/aptitude testing to determine which job cluster areas the student is best suited for.

3. Develop self-knowledge and proficiency in self-advocacy skills. During middle and high school years the student should attain an understanding of his/her particular disability and should obtain a copy of the special education psychological evaluation report for his/her personal file. Through the evaluation report or in conversations with parents, special education teachers, or school counselors, the student needs to become familiar and comfortable with the following:

- Learning strengths and weaknesses and how his/her disability can affect performance and/or verbal skills.
- Working with the school counselor on self-advocacy skills and practicing those skills with favorite teachers.

- Knowing what kinds of modifications and accommodations have helped in the past and what would be helpful in future work situations.
- Knowledge about laws that support and protect persons with disabilities such as the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act.

4. Contact Vocational Rehabilitation to determine eligibility for job development and coaching, counseling, training, assistive technology, and job placement services. Most Vocational Rehabilitation programs have staff people designated to work with school-aged youth. In some states, however, students must be at least sixteen years old to be eligible for services. Many Vocational Rehabilitation counselors visit high schools on a regular basis or have staffed offices within the school building.

5. Visit a number of job sites in the fields the student has identified as having some interest for postsecondary employment. Arrange job shadowing for jobs that seem the most interesting. The term *job shadowing* means that the student spends time following or shadowing an employee during daily workplace activities.

6. Help arrange the student's high school schedule so that future courses will provide necessary preparation for jobs in the preferred career fields (i.e. math classes, vocational education classes, computer technology classes, or individualized instruction in identified areas of weakness, such as social skills, communication skills, reading, or written language).

7. To help establish a work record and possible references, find summertime volunteer or paid opportunities for the student during the junior or senior years of high school.

8. Work with the student to develop a resume listing all paid job experiences and volunteer work. Help the student identify at least 3 people who agree to be listed as references. These people should know the student in a role other than as a family member or friend. Significant courses and training (i.e., keyboarding/computer skills, CPR, lifeguarding, carpentry skills, etc.) should be listed. Students should have copies of certificates and awards earned. These should be attached to the resume.

Other transition issues to be considered should involve independent living skills, such as managing money, transportation arrangements, interpersonal and communication skills, and time management. Since inappropriate social skills and poor time management are often unmentioned causes for the loss of a job, it is of vital importance to address these issues if they appear to be a problem for the student. For some aspects of the

transition plan, it may be necessary to involve outside programs and agencies to provide information and coordinate services, or the school may be able to provide services as part of a transition course or seminar.

Whether a high school student is going into the world of work after graduation or on to postsecondary education, fear of the unknown is a natural emotion. A well written transition plan, which reflects the wants and needs of the student and has active involvement on the part of every member of the IEP / transition team, is the key to allaying fears and preparing the student to enter the work place with self-confidence, anticipation, and enthusiasm. ☆

State Improvement Grant (SIG)

The state improvement plan and grant have been in the development stage for the last several months, and the following is the list of goals for the overall plan for the State of Arizona. These goals are in no particular priority but have been developed through a tremendous amount of participation from teachers, parents, administrators, and related service personnel throughout the state. The grant goals and objectives are being developed and should be available in October 1999. If you would like more information about the process or would like to partner with us in any one of these activities, please feel free to call us at (602) 542-3184.

—**Goal Area I:** increase participation of students with disabilities in higher education.

—**Goal Area II:** increase recruitment and retention activities for teachers and related services personnel.

—**Goal Area III:** increase the number of qualified interpreters for the deaf and hearing impaired.

—**Goal Area IV:** increase infants and toddlers transition to preschool with the services they need.

—**Goal Area V:** increase students transition from school to employment/adult living.

—**Goal Area VI:** increase special education students access to the general education curriculum.

—**Goal Area VII:** increase schools' effective interventions for students with behavior difficulties.

—**Goal Area VIII:** increase effective interventions for special education students with reading difficulties.

—**Goal Area IX:** establish an information and management data system infrastructure.

—**Goal Area X:** increase improved parent-school relationships and partnerships.

Assistive Technology Update

The Assistive Technology Training Project (ATTP), a Southwest Human Development program funded by the Arizona Department of Education, Exceptional Student Services, has begun its third year of offering training and technical assistance to all school districts and charter schools in Arizona. The ATTP's role is to facilitate the ability of school personnel to develop and implement assistive technology services for students with special needs. ATTP staff members are located in Phoenix, Flagstaff, and Tucson. They are available to provide no cost, customized staff development opportunities covering the full spectrum of assistive technology topics at your school or facility. In addition to broad-based training, the ATTP is currently working very closely with 24 school districts from all areas of the state to help them form competent assistive technology teams and design consistent, district-wide policies that comply with IDEA '97's mandate that schools consider assistive technology for all students in special education programs.

ATTP staff have successfully completed another series of more than twenty summer assistive technology mini-workshops. The staff plans to offer similar classes during the school year at times convenient to educators; after-school and Saturday sessions are in the planning stage. Look for details in the mail by checking out the upcoming edition of the newsletter *News at ATRC*. If you are not already on the mailing list, please call Martha Lewis at (602) 266-5976. She can also process your requests for training and technical assistance.

There has been a change of leadership at the Assistive Technology Training Project: Jill Oberstein resigned as ATTP Manager to accept the position of Director of the Arizona Technology Access Program (AzTAP). Cheryl Belitsky, formerly an assistive technology specialist with the ATTP, is now the program manager. Please call Cheryl at (602) 266-5976 for program information.

Southwest Human Development has been designated as one of four assistive technology regional resource centers by the Arizona Technology Access Project (AzTAP), the state Tech Act program. As a result, school personnel can also take advantage of the Assistive Technology Resource Center (ATRC) lab for hands-on exploration of assistive technology devices in the areas of augmentative communication, computer access, environmental controls, special needs educational software, low tech options and more. The ATRC is located in Phoenix at 202 E. Earll, Suite 345. There is no charge for school staff who use the lab for guided equipment exploration, and many of the devices are available for loan periods of up to two weeks. Please call the ATRC at (602) 266-5976 x 139 for more information, to schedule an appointment, or arrange for an equipment loan.

The three other regional resource centers and their phone numbers are ASSIST! To Independence, Tuba City (520) 283-2931; Technology Access Center of Tucson (TACT) (520) 745-5588 x 412; and United Cerebral Palsy (UCP) of Phoenix (602) 943-5472. Each center has its own policies for lab use and equipment loans, so it is recommended that you contact them directly. ☆

Research Institute for Assistive and Training Technologies

Research Institute for Assistive and Training Technologies (RIATT) is a division of the National Association of State Directors of Special Education (NASDSE). They have announced their Professional Development Program in assistive technology. The program is a competency certificate in such areas of assistive technology as (a) basic devices, (b) communication, (c) early childhood, (d) severe/profound, (e) rehabilitation/occupational therapy, (f) psychology, and (g) paraprofessional services. Their courses have been approved for Continuing Education Units by the American Speech and Hearing Association (ASHA) and the National Association of School Psychologists (NASP). In addition, university credit (undergraduate and graduate) and a master's degree are available.

For more information contact RIATT at 1 (888) 436-1938 (toll free) or visit them on the Web at: <http://www.nasdse.com>. ☆

Education Resources

One of the Best Resources for Your Teachers and Related Personnel The SUPPORT Cadre Program

Project SUPPORT—a System for Utilizing Peers in Program Organization, Review, and Technical assistance—is a resource system developed by the Arizona Department of Education, Exceptional Student Services, to provide technical assistance to teachers and administrators. When professional expertise is needed to improve the education of children with disabilities, the Project SUPPORT cadre may be requested.

Selected SUPPORT peer consultants are identified through referrals by administrators, teachers, ADE staff, and other peer consultants. In addition to the SUPPORT peer consultants, a school may request anyone they know who can meet their special education needs. The consultant's area of expertise is alphabetized, cross-referenced, and filed in the SUPPORT office according to topics most frequently requested.

Peer consultants may have backgrounds in regular education, special education, administration, psychology, related service areas, or other areas. In-service or technical assistance may be provided on a one-to-one basis or a panel of SUPPORT consultants may be requested to present to a group. Topics of discussion may include (but are not limited to) items such as classroom management, behavior management, development of special education policies and procedures, parent/staff communications, development of IEPs, curriculum for specific areas of exceptionality, administration of special education programs, development of new forms, adaptations/modifications to curriculum, or whatever topics are needed.

Exceptional Student Services acts as a facilitator for a network of activities. ESS reimburses the SUPPORT consultant for lodging, meals, and travel (at state per diem allowance rate) and reimburses the school for a substitute if hired to replace the SUPPORT consultant during an on-site visit.

If you would like to be considered as a member of the SUPPORT Cadre as a peer consultant or need this service, please contact: Miriam Podrazik at (602) 542-3184 or e-mail: mpodraz@mail1.ade.state.az.us. ☆

Educational Outreach Office for Recording for the Blind and Dyslexic's Arizona Unit

Recording for the Blind and Dyslexic (RFB&D) is a national 501(c)(3) non-profit organization that records textbooks on tape. They are the only national library serving students who are blind, visually or physically impaired, or learning disabled. Currently twelve schools and or districts in the Maricopa County area are borrowing 142 taped textbooks for their students. That number is growing as outreach expands. In addition, there are 1,692 individual students throughout the state signed up as borrowers of the tapes.

For more information, please contact Sue Aguilera, M.Ed. at Sun Cities Studios, 9449 North 99th Avenue, Peoria, AZ 85345; (602) 977-6020; or fax (602) 933-8087. ☆

Project Coordinates Services for Kids with Traumatic Brain Injury

For families of children with traumatic brain injury (TBI), the period following the child's injury is often filled with many choices. Leaving the intensity of the acute care setting, families face a complex journey involving rehabilitation services, public agencies, third-party payers, and more.

The Arizona Kids with TBI Project is an effort to help families negotiate the journey more smoothly. Funded by a federal demonstration grant, the initiative is a collaborative effort of the Arizona Governor's Council on Spinal and Head Injuries and the Office for Children with Special Health Care Needs (OCSHCN) within the Arizona Department of Health Services.

The project's aim is to develop a model system of family-centered care conditions. Families leaving the acute care setting are referred to an OCSHCN Service Coordinator, who assists in the development of a Family Service Plan and serves as an advocate and coach.

The pilot project has enrolled approximately 40 families in Pima and Coconino Counties.

For further information, call Roni Spehn at the Blake Foundation in Tucson, (520) 325-6495, or Lou Ryan, Coconino County Health Department, (520) 522-7891. ☆

Course Teaches Personal Care Assistant Management Skills

To assist students with disabilities to become effective managers, the Arizona Governor's Council on Spinal and Head Injuries and Arizona State University have collaborated in developing a curriculum and pilot training module on personal care assistant (PCA) management. The curriculum, *Managing Your Life with Personal Care Assistants*, was written by Deborah Johnston of ASU's Office of Disability Resources for Students. Dee Willis, Jim Hemauer, and Tedde Scharf were members of the development team as well.

For more information about PCA management training for students or for the general public, call Deborah Johnston at (602) 965-9237.

If you're looking for information on spinal cord injuries, be sure to visit the Web site of the National Spinal Cord Injury Association (NSCIA). It is located on the Web at <http://www.spinalcord.org/>. ☆

Behavioral Health Services

The following behavioral health authorities are available to serve your school. Please call these authorities to request information that may be helpful to you and your students.

Yuma and La Paz Counties

The Excel Group (BHS-Yuma)
106 East 1st Street
Yuma, Arizona 85364
1-888-329-2353

Pima, Graham, Greenlee, Santa Cruz, and Cochise Counties

Community Partnership of Southern Arizona (CPSA)
4575 East Broadway Blvd.
Tucson, Arizona 85711
1-800-959-1063

Maricopa County

Value Options
Four Gateway Plaza
444 North 44th Street, Suite 400
Phoenix, Arizona 85008
1-800-564-5465

Mohave, Coconino, Apache, Navajo, and Yavapai Counties

Northern Arizona Regional Behavioral Health Authority (NARBHA)
125 East Elm Street, Suite E
Flagstaff, Arizona 86001
1-800-640-2123

Pinal and Gila Counties

Pinal Gila Behavioral Health Association, Inc. (PGBHA)
2066 East Apache Trail, Suite 16
Apache Junction, Arizona 85220
1-800-982-1317 ☆

Organizing Genius

If you are looking for a great book to read this year, try *Organizing Genius* by Warren Bennis and Patricia Ward Biederman.

In their book, they talk about Great Groups and what makes a Great Group. Successful professional development comes from Great Groups.

- Greatness starts with superb people.
 - Great Groups and great leaders create each other.
 - Every Great Group has a strong leader.
 - The leaders of Great Groups love talent and know where to find it.
 - Great Groups are full of talented people who can work together.
 - Every Great Group is an island—but an island with a bridge to the mainland.
 - Great Groups see themselves as winning underdogs.
 - Great Groups always have an enemy.
 - People in Great Groups have blinders on.
 - Great Groups are optimistic, not realistic.
 - In Great Groups the right person has the right job.
 - The leaders of Great Groups give them what they need and free them from the rest.
 - Great work is its own reward. ☆
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Best Practices in Math

Below are some of the many math resources available. Please take the time to look at these sites and see what practices might work for you.

http://www.ldonline.org/ld_indepth/math_skills/math-skills.html

<http://www.appstate.edu/~kb919/spe/lp.html>

<http://www.edu-orchard.net/PROFESS/LESSON/SPECIAL/index.html>

<http://www.mnu.edu/~jrwilson/>

<http://www.awesomelibrary.org/Classroom/Mathematics/Mathematics.html>

<http://www.techtrain.org/resource/links.htm>

<http://www.neatschoolhouse.org/math.html>

<http://www.sisweb.com/math/tables.htm>

<http://cne.gmu.edu/modules/dau/algebra/fractions/fractions.html>

<http://www.oise.on.ca/~rjessa/lesson.html>

<http://www.lessonplanspage.com>

http://www.nwrel.org/sky/Library/Materials_Search/Lesson_Plans/Math.htm

<http://www.pacificnet.net/~mandel/Math.html>

<http://www.csun.edu/~vceed009/math.html>

<http://users.twave.net/sashley/lesson.htm>

<http://www.richmond.edu/~educate/chalktalk/math.html>

<http://www.kn.pacbell.com/wired/fil/pages/listlessonpla/html>

<http://www.proteacher.com/100039.shtml>

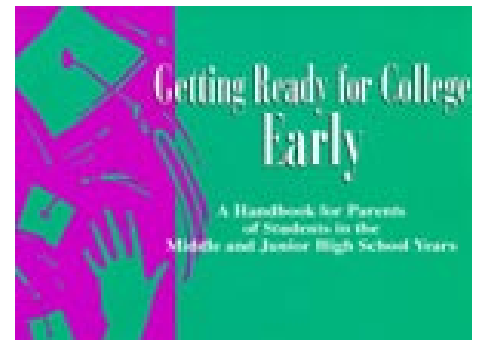
Teachers—write and tell us about your lesson plans that have worked and are improving your students' knowledge and skill. Fax your best practices to Miriam Podrazik at (602) 542-5404; or e-mail it to her at mpodraz@mail1.ade.state.az.us. ☆

GETTING READY FOR COLLEGE EARLY

A Handbook for Parents of Students in Middle and Junior High School Years

Getting a college education is an investment that will pay back for a lifetime: people with a college education have better job opportunities, earn more money, and develop skills and knowledge that can never be taken away. However, what many families don't realize is that preparing for college doesn't begin during a student's junior or senior year of high school—it begins even before a student first sets foot in school, and it continues through middle school and high school. Getting ready for college means planning for the future and making some very important decisions early. This guidebook will help parents and their children understand the steps they need to take during the middle and junior high school years to get ready for college.

This publication of the U.S. Department of Education can be read on-line at: <http://www.ed.gov/pubs/GettingReadyCollegeEarly/> or it can be ordered free from the Department of Education by going to <http://www.ed.gov/pubs/index.html>. ☆



Fall Festival Life Long Transitions



October 13 and 14, 1999

Phoenix Airport Marriott
1101 North 44th Street
Phoenix, Arizona

602-273-7373



InterAct Arizona

**Available to help communities improve IDEA transition services
for youth with disabilities.**

InterAct Arizona is a collaborative systems change initiative of the Arizona Department of Education and Arizona Rehabilitation Services Administration, funded by the U.S. Department of Education, Office of Special Education and Rehabilitation Services. Housed at Arizona State University West with offices located statewide, InterAct Arizona actively coordinates with several agencies and organizations at state and local levels to improve transition from school to adult life for students receiving special education services. The purpose of the grant is to assist students, families, schools, agencies, and communi-

ties in understanding how to plan for and provide effective transition services as required by IDEA, and how to improve the availability, accessibility, and quality of transition services in Arizona. InterAct Arizona staff are available to provide assistance to communities in the areas of program development, training and technical assistance, interagency collaboration and community transition teams, youth transition programs, transition innovation projects, student-led IEPs, peer mentoring networks, evaluation, and product development. For assistance from InterAct Arizona, please contact the regional office nearest your location.

TRAINING OPPORTUNITIES

National Events

August 12-14

Cultural Orientation for Educators in Higher Education: A Cultural Immersion from the Navajo Perspective
Dine College, Tsaile, Arizona
(520) 523-8063
E-mail: PPDP@nau.edu

August 26-27

The Twenty-Fourth Denver II Master Instructor Training
Training held at Wyndham Garden Hotel
Denver, Colorado
(800) 419-4729 or (303) 355-4729

September 10-12

Corn Is Life: An Experimental Hopi Cultural Retreat with Traditional Hopi People
Second Mesa, Arizona
(520) 523-8063
E-mail: PPDP@nau.edu

September 30, October 1-2

People with Autism: Horizons for the New Millennium
Rockville, Maryland
(301) 726-1650
E-mail: csaac@csaac.org or visit <http://www.csaac.org>

October 1-2

14th Annual Conference on Issues in Language and Deafness:
Bridges to Narrative Development
Creighton University
Omaha, Nebraska
Contact: Barb Grandfield (402) 498-6749
E-mail: grandf@boystown.org

October 6-8, November 8-10, and December 15-17

1999 Conference on Improving America's Schools
October - Tampa, Florida
November - Salt Lake City, Utah
December - Chicago, Illinois
(800) 203-5494
Website at: <http://www.ncbe.gwu.edu/iasconferences>

October 21-23

17th Annual Conference on Closing the Gap: Computer Technology in Special Education and Rehabilitation
Radisson South Hotel and Hotel Sofitel
Minneapolis, Minnesota
E-mail: info@closingthegap.com
Website at: <http://www.closingthegap.com>

October 31-November 2

17th Annual National Home and Community-Based Services
Marriott's Mountain Shadows Resort
Scottsdale, Arizona
Contact Donna at (602) 417-4134

November 3-6

50th Anniversary Conference, The International Dyslexia Association
Downtown Marriott Hotel
Chicago, Illinois
(410) 321-5069 ☆

Arizona Events

September 17-18, 1999

Arizona Occupational Therapy Association Conference
Crown Plaza
Peoria, Arizona
Contact Jerolyn Myers at (623) 412-5050

September 24-25, 1999

26th Annual Conference of the Arizona Association for Gifted and Talented: Ushering in a New Era for Gifted Education
Francisco Grande Resort
Casa Grande, Arizona
(480) 706-1705
E-mail: rhinds@home.com

October 23-25, 1999

Learning Disability Association Conference
Mesa Convention Center
Contact Janet Hand at (602) 294-0541
E-mail: ldaaz@earthlink.net

November 18-20, 1999

10th Annual CASE Conference: Leadership and Change
in the 21st Century

Sheraton San Marcos Resort

Chandler, Arizona

Contact Brenda Heiman at (505) 848-8726

E-mail: heiman@aps.edu

December 7-9, 1999

Arizona Department of Education Mega Conference

Mesa Convention Center

Mesa, Arizona

Contact Nancy Konitzer at (602) 542-7462

March 2-3, 2000

The 2000 Arizona Federation Annual Conference

Meeting the Challenge: Standards-Based Education
for All

YWCA Leadership Development Center

Phoenix, Arizona

Contact Dr. Jane Williams at (602) 543-6448

E-mail: jane.williams@asu.edu ☆

Satellite Trainings

September 29, 1999 (1:00 p.m. - 2:30 p.m. ET) — Designing
Effective Behavior Support Plans for Students with Problem
Behavior.

November 3, 1999 (1:00 p.m. - 2:30 p.m. ET) — Monitoring
the Effectiveness of Behavioral Support Plans: A Practical Guide

March 22, 2000 (1:00 p.m. - 2:30 p.m. ET) — Accommodations:
Making the Instruction & Assessment Connection

May 10, 2000 (1:00 p.m. - 2:30 p.m. ET) — Research-Based
Reading Instruction

If your school would like to host one of these satellites; for
more information; or to register to attend these satellite train-
ing classes, please contact Tammy Chavez at (602) 542-3852
or e-mail her at tchavez@mail1.ade.state.az.us. ☆

Helen Keller National Center National Training Team

Helen Keller National Center provides five-day seminars for
professionals, paraprofessionals, deaf-blind consumers, family
members, and other service providers.

Each seminar is designed according to the interests and needs
of participants, based on information obtained through the ap-
plication process. Current information and training techniques
are provided through the use of video tapes, presentations, prac-
tice sessions, simulations, interaction with staff and students,
and hands-on activities. Participants will be expected to de-
velop action plans incorporating acquired knowledge and skills.
Follow-up regarding progress and outcomes will be provided
by a member of the National Training Team.

September 14-18 — Communication

November 16-20 — State Teams (by invitation only)

December 7-11 — Professional Development for
Employment Training Specialists

January 25-29 — Developing Strategies for Person—
Centered Programs

March 15-19 — Introduction to Deaf-Blindness

April 12-16 — Building Community Supports: A Team
Approach

May 17-21 — Innovative Techniques for Staff Training

For more information please call or fax the Helen Keller
National Center for Deaf-Blind Youths and Adults at (516)
944-8900, (516) 944-8637 (TTY), or (516) 944-7302 (Fax).



Arizona Academic Standards

The functional level of the Arizona Academic Standards for
Students aged 3-21 years with significant disabilities has been
disseminated to each special education director in Arizona. It
was mailed to each district and charter school with the Fall
1999 *Special Edition* newsletter. For additional copies, please
visit the Arizona Department of Education web site at

<http://www.ade.state.az.us>.



1999 has brought with it many new changes such as the addition of new staff members to the Exceptional Student Services team. Unfortunately, we have also lost some of our staff members to job changes, relocation, and even retirement.

Welcome

Jeffrey Johnston
Education Program Specialist

Prior to joining the ESS team, Jeff worked for five years as a counselor at a residential treatment center and as a teacher of students with emotional disabilities. Having completed a Master's degree in Special Education and Juvenile Justice in August of 1998, he has begun doctoral studies in Curriculum/Instruction and Education Leadership/Policy Study at Arizona State University.

Samie McFadden
Education Program Specialist

Samie has a M.A. in Special Education and has taught for many years. Her teaching experience ranges from students who are gifted to students who have learning and emotional disabilities.

Dana Morrison
Education Program Specialist

Dana has 18 years of teaching experience with students with a variety of disabilities in five different states. The opportunity to continue to serve students with disabilities in the capacity of an educational consultant brings with it wonderful new challenges and great personal satisfaction.

Diane Mignella
Education Program Specialist

Diane Mignella came to the Department of Education from Arizona State University where she was the Field Manager for a large research study being conducted through the Psychology Department. Prior to ASU, Diane taught special education in

the Alhambra School District, was a case manager at the Child Evaluation Center at St. Joseph's Hospital, and was the LRE Facilitator in the Avondale School District. Diane has her Master's degree in Education with an emphasis in Counseling.

Greg Yardley
Education Program Specialist

Greg has worked in the education-related field since 1970 and earned his M.S. Ed. in Education Administration from Kansas State University. He has taught students with emotional disabilities and has been an Assistant Director of Special Education.

Joe Sambo
Office Manager

A former Air Force First Sergeant in his prior life, Joe started in the Department two years ago in School-To-Work as a database and curriculum manager and has been promoted as Office Manager. With ample experience in personnel, team building, and counseling, Joe is eager and ready to tackle all the challenges that lie ahead. He will finish his Electrical Engineering degree next spring.

Alice Villarreal
Administrative Assistant

Alice Villarreal joined ESS in October 1998 and has accepted a position with Child/Find and the Parent Network. She also assisted with CSPD for several months. She has attended community college and received her Management and Leadership Certificate.

Farewell

Steven Fordyce CSPD / Administrative Assistant

Steven Fordyce started out in the Funding Unit of Exceptional Student Services in October 1998. He has been promoted as an Administrative Assistant for the CSPD program and has also assumed the role of Web Master for the Arizona Educational Employment Board (AEEB) web site. Steven is currently enrolled at DeVry Technical Institute in a quest for a Bachelor's degree in Computer Information Systems.

Ramona Beumeler Administrative Assistant

Ramona Beumeler came to ESS a few months ago and has been promoted as an administrative assistant with the voucher funding program. Ramona spent 6 years in the U.S. Air Force and 6 years in the U.S. Navy Reserves. She has a tremendous background in office management.

Wenona Nelson CSPD / Administrative Assistant

Wenona Nelson is a new resident to the Phoenix area and is very pleased to be an added addition to the Exceptional Student Services. She has a diverse background in office management and customer services.

La'Thea Jackson Administrative Assistant

La'Thea is currently working with the voucher funding program for students entering Residential Treatment Centers. She is also part-time student at South Mountain Community College

Jay Twitchell Education Program Specialist

Jay has a Master's degree in education and has taught special education students with emotional and learning disabilities for the last eleven years in Chandler and Levine schools. He has a tremendous interest in IEP development.

Tammy Chavez Secretary

Tammy has worked in the special projects area since July 1999. She has a various background in office management and accounting.

Gari Strohm Education Program Specialist

Gari Strohm has retired after 28 years of service to Arizona's children with disabilities. Gari was instrumental in developing education programs in secure care facilities across the state. Her tireless efforts to combine corrections with education have laid the foundation to establish tremendous secure care education for students with disabilities.

Joyce Bonello ESS Manager: Special Projects

Joyce Bonello has resigned her position as Manager of the Special Projects Unit and has relocated to Pennsylvania. Joyce managed private school approval, secure care facilities, personnel development, institutional and residential vouchers, personnel training, and major contract awards.

Tena Owens-McCray Gifted / Administrative Assistant

Tena has accepted a position with the Student Support Unit of the Arizona Department of Education. While with ESS, Tena served in several areas including gifted education and preschool services.

We would also like to say a fond farewell to other members of our staff that have recently accepted other job opportunities.

**Melody Winton
Rhonda Moser
Rena Watson
Kathy Butts**

FALL 1999 SELECT COURSE SCHEDULE

	Course	Site	Credits	Dates
Pima	ESE 502 - Behavior Management in Special Education: Early Childhood	Tucson Unified School Dist 520-797-1530	3	October 8 th –9 th , 22 nd – 23 rd ; November 5-6
	ESE 503 - Evaluation of Exceptional Children: Learning Media Assessment for Students with Visual Impairments	Tucson—Arizona School for the Deaf and Blind 520-770-3447	1	September 18 th and November 6 th
	ESE 509 - Foundations of Special Education: Early Childhood	Tucson—Arizona Training Program Building 520-745-5588	3	Sept. 24-25; October 8-9; October 22-23
	ESE 509 – Foundations of Special Education: Students with Severe/Profound Disabilities	Tucson—Arizona Training Program Building 520-745-5588	3	Sept 17-18; October 1-2; October 15-16
Maricopa	ESE 501 – Exceptional Students in Regular Programs: The Dynamics of Healthy Integration for the Visually Impaired Student in the Regular Education Program	Phoenix—Foundation for Blind Children	1	August 27 and 28
	ESE 504 – Methods and Materials in Special Ed: Early Childhood	Phoenix—Southwest Human Development 602-266-5976x119	2	November 5-6; November 19-20; December 3-4
	ESE 599 – Contemporary Developments: Assistive Technology	Phoenix—Southwest Human Development 602-266-5976	1	November 5-6
Yavapai	ESE 509 - Foundations of Special Education: Autism and Pervasive Developmental Disorders	Prescott Dexter Elementary School 520-445-5231	2	October 15-16; November 12-13
Gila	ESE 509 - Foundations of Special Education: Early Childhood	Payson Julia Randall Elementary School	3	September 24-25; October 8-9; October 22-23
Mohave	ESE 502 - Behavior Management in Special Education: Positive Behavior Support	Kingman NAU Building 520-757-0818	3	September 17-18; October 1-2; October 15-16
	UAP 499 - Family Support, Self Determination and Disability	Lake Havasu City Mohave Community College 520-680-5962	3	Saturdays September 11 to December 11 (No class November 27) 9:00 am to 12:00 pm
Coconino	UAP 499/599 - Family Support, Self Determination and Disability	Tuba City Tuba City Primary School	3	Wednesdays September 1 through December 1 6:00 pm to 9:00 pm
Navajo	ESE 501 – Exceptional Students in Regular Programs: Introduction to Special Education	Snowflake Northland Pioneer College 520-537-9228	2	October 1-2; October 22-23; November 12-13
Pinal	ESE 501 - Exceptional Students in Regular Programs: The Changing Role of the Paraprofessional	Florence Florence School District Office 520-868-2300	3	November 19-20; December 3-4
Apache	ESE 509 – Foundations of Special Education: Early Childhood	Chinle Chinle Kindergarten 520-674-9755	1	September 24-25; October 22-23; November 12-13

S.E.L.E.C.T. courses provide training to persons seeking to expand their skills in working with children with disabilities and are recommended for regular and special education teachers, administrators, paraeducators, and interested individuals. These courses can be taken for Northern Arizona University credit or for professional growth. There is no charge to attend these classes for professional growth. You must pay tuition to attend for NAU credit.

Individuals wishing to register for SELECT classes must contact Diane Lenz, Northern Arizona University, Institute for Human Development, P.O. Box 5630, Flagstaff, AZ 86011. Phone number (520) 523-7040 or e-mail diane.lenz@nau.edu.

Grant Monies Awarded to Schools

The Arizona Department of Education, Exceptional Student Services, granted approximately \$500,000 to schools in Arizona who participated in personnel training in the areas of early childhood transition and parent/school collaborative decision making.

We would like to congratulate the following schools:

Early Childhood Transition:

Roosevelt Elementary School District
Vail Elementary School District
Pinon Unified School District
Ganado Unified School District
Sedona-Oak Creek Unified School District
Lake Havasu Schools
Sierra Vista Public Schools
Alhambra School District
Catalina Foothills
Round Valley Unified School District

Parent/School Collaborative Decision-making:

Round #1

San Carlos Unified Schools
Sierra Vista Public Schools Unified District
Vail Elementary School District
Amphitheater Public Schools
St. David Unified School District
Casa Grande Elementary School District
Pinon Unified School District
Ganado Unified School District
Sedona-Oak Creek USD

Round #2

Amphitheater Schools
Avondale Elementary District
Casa Grande Elementary School District
Round Valley Unified School District
Sedona-Oak Creek Unified School District
Sierra Vista School District
Somerton School District
St. David Unified School District
St. Johns Unified School District
Tucson Unified School District
Vail Elementary School District
Winslow Unified School District

Voices of the Millenium 2nd Annual Leadership and Education Forum for Students who are Deaf/Hard of Hearing and for their Parents

Students who are in Grades 6-12 who are deaf/hard of hearing and parents whose children are deaf/hard of hearing will have the opportunity to be part of a Leadership and Education Forum to be held at the YWCA at 9440 N. 25th Ave., Phoenix, Arizona, on Saturday, September 18th, from 9:00 a.m. to 3:30 p.m. Topics will focus on IEPs (Individualized Education Programs) and will also reflect on federal law and self-advocacy. The students will discuss how to facilitate their own IEPs, learn self-advocacy and leadership techniques. A Parent Information Network (PIN) specialist will be presenting along with other speakers. Brochures will be mailed to all districts, private schools, and special education directors. If any further information is needed, please call Alice Villarreal, Exceptional Student Services at (602) 542-3852.

ATTENTION ALL PRESCHOOL STAFF!!!

Mark Your Calendars

Networking Conference

- October 28 & 29, 1999
- For more information, please contact Linda Shields at (602) 542-3852 or e-mail her at: lshield@mail1.ade.state.az.us.

**Arizona Department of Education
Exceptional Student Services
1535 West Jefferson, 3rd floor
Phoenix, AZ 85007**

Select 86604

